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ABSTRACT

This handbook provides step-by-step strategies for administrators, teachers, policymakers, and parents who want to change from providing costly special learning programs for a few students to providing excellent educational services for all students--whether those student needs are a result of a physical or learning disability, race, or ethnicity. This book is not merely theory, but is based on practice in schools; it moves beyond the inclusion debates, and offers strategies for shifting from providing separate programs for a few students to providing educational services for all students, channeling the standards movement into proactive teaching and assessment to ensure students success, using funding and the law to support excellent services for all, and viewing the process as a journey, not as a destination. Overheads, handouts, and reproducible forms are provided to assist in putting these ideas into practice in staff development sessions, faculty meetings, parent organizations, or university classrooms. Chapter-ending self-assessment tools can be used as tools to begin asking questions about their current practices, assessing their strengths and areas of growth, and determining the next steps to take. (Contains 65 references.) (DFR)

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